

# School Accountability Report Card Reported for School Year 2004-05

*Published During 2005-06*

## Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at

<http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

## I. General Information

### Contact Information

Information about school and district contacts.

School Information		District Information	
<b>School Name</b>	Boss (Johanna) High School	<b>District Name</b>	CA Education Authority
<b>Principal</b>	Jacqueline Cloud	<b>Superintendent</b>	Glenda Pressley (A)
<b>Street</b>	7650 S. Newcastle Road	<b>Street</b>	4241 Williamsborough Drive
<b>City, State, Zip</b>	Stockton, CA 95215	<b>City, State, Zip</b>	Sacramento, CA 95823
<b>Phone Number</b>	(209) 944-6155	<b>Phone Number</b>	(916) 262-1500
<b>Fax Number</b>	(209) 944-6136	<b>Fax Number</b>	(916) 262-1510
<b>Web Site</b>	<a href="http://www.cdcr.ca.gov">www.cdcr.ca.gov</a>	<b>Web Site</b>	<a href="http://www.cdcr.ca.gov">www.cdcr.ca.gov</a>
<b>E-mail Address</b>	<a href="mailto:jcloud@cya.ca.gov">jcloud@cya.ca.gov</a>	<b>E-mail Address</b>	<a href="mailto:gpressley@cya.ca.gov">gpressley@cya.ca.gov</a>
<b>CDS Code</b>	90-32276-3931250	<b>SARC Contact</b>	Jim Cripe

All school site information reported in this document is the responsibility of the Principal or Acting Administrator of the school named herein. District numbers are the average of school site numbers.

### School Description and Mission Statement

Information about the school, its programs, and its goals.

Johanna Boss High School (JBHS) is a comprehensive high school located on the campus of O.H. Close Youth Correctional Facility. This institution, located in the northern San Joaquin Valley, is one of eight institutional schools under the direction of the Division of Juvenile Justice (DJJ). The facility houses approximately 280 young men with an age range of 12 to 22 years. The majority of the students are between the ages of 16-17 years of age. JBHS provides an education program that meets the state standards, including the areas of English Language Development, Title I – basic skills, introductory vocational training, and special education. Impact of Crime on Victims and Anger Management are the character education classes that are an integral part of the curriculum. The program places a great emphasis on an understanding of the pain and grief inflicted on individuals and families by the ward's criminal behavior, which resulted in their incarceration.

The mission statement for JBHS: **“The mission of Johanna Boss High School is to educate students to be well prepared to succeed and to contribute to their communities as ethical, respectful, responsible and tolerant lifelong learners, with an overall goal to enrich society with their skills, abilities, talents and imagination.”**

The Mission Statement for the California Education Authority (CEA): **“The mission of the California Education Authority is to empower each student to become a civil, responsible, employable and knowledgeable lifelong learner.”**

## Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

Contact Person Name	Jacqueline Cloud	Contact Person Phone Number	209) 944-6155
Parents are encouraged to visit their sons during regular visiting hours on Saturday and Sunday. Parents of special education students are encouraged to participate at the Individual Education Plan (IEP) meetings. Once a month the Family Council meets to discuss the programs and services for their students. The parents are encouraged to be active participants. The parents are also encouraged to contact the education department for reports of their son's educational progress.			

## II. Demographic Information

### Student Enrollment – Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	113
Grade 1	0	Grade 10	67
Grade 2	0	Grade 11	47
Grade 3	0	Grade 12	37
Grade 4	0	Ungraded Secondary	
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	264

### Student Enrollment – Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	62	23	Hispanic or Latino	150	57
American Indian or Alaska Native	1	0	Pacific Islander	1	0
Asian	13	5	White (Not Hispanic)	32	12
Filipino	1	0	Multiple or No Response	4	1.5

### III. School Safety and Climate for Learning

#### School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	Ongoing Process	Date Last Discussed with Staff	Monthly staff meetings
<p>All personnel are provided with personal alarms, which are tested daily prior to the arrival of students. Classrooms are equipped with an inter-com system, which permits staff to have immediate communication with the correctional officer assigned to the school area. Fire evacuation maps are posted in common use areas. All classrooms are equipped with fire extinguishers and are checked by the on grounds fire department for compliance. The high school conducts quarterly fire drills in conjunction with the security section of the institution. The same drill is utilized for our earthquake and natural disaster plan. The notification begins from the main control center. Supervision of the students during the drills is a joint responsibility between the faculty and the security staff. School security staff is responsible for all movement between classrooms, movements to and from school as well as searching students for contraband upon entry and exiting of the school area. There is an institutional safety committee with representatives of all areas of the institutional departments that meets monthly to address health and safety issues. Safety training is ongoing for all school personnel.</p>			

#### School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

<p>The vision of the Johanna Boss High School faculty is to provide a humane, nurturing climate committed to providing a learning community. The teaching staff works collaboratively with the security staff, living unit staff, treatment team and parole agents in addressing the social and academic needs of the students. The education and treatment community establishes opportunities for artistic and creative expression of individual abilities and talents in the form of contests: art, essay, athletic, and poetry.</p> <p>JBHS is a secondary school that includes grades 7-12. The majority of students are enrolled in grades 9-12. The academic year begins on July 01 and ends June 30. The academic year is divided into three trimesters of four months each. The last five days of the trimester is designated as finals week. There are 300 minutes of instructional time per day with four class periods of 75 minutes each.</p> <p>The high school provides an education program that meets the California State curriculum standards. Educators are encouraged to infuse character education, which includes value-based themes into their curriculum. All students have a value-based educational program. A team of "foster grandparents" is also utilized to help assist students with their learning and act as mentors.</p> <p>All students are assigned an academic advisor who is charged with reviewing their High School Graduation Plan.</p>						
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#### Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2003	2004	2005	2003	2004	2005
Number of Suspensions	0	0	0	0	0	0
Rate of Suspensions	0	0	0	0	0	0
Number of Expulsions	0	0	0	0	0	0
Rate of Expulsions	0	0	0	0	0	0

As an integral component of their rehabilitation, education is mandatory for wards of the state remanded to the Juvenile Justice Division of the California Department of Corrections and Rehabilitation. Educational services continue to be delivered by our faculty regardless of the severity of the incidents in which such individuals may engage while incarcerated. For this reason, DJJ High Schools do not suspend education from any individual.

## IV. School Facilities

### School Facility Conditions – General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

O.H. Close Youth Correctional Facility (OHCYCF) was built in 1966. Other than the surrounding security fencing and metal detector, the facility appears as any small high school does. There are twenty-five classrooms/shops that provide academic and vocational education. Each classroom has a television, video player and multiple student computers. The physical education department utilizes the gymnasium. All individual educational centers have a restroom for the students use. Security and intercom systems within the education department are in the process of being updated. Several classrooms have been painted within the past three years.

### School Facility Conditions – Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	none		
Mechanical Systems	x		Repaired when necessary
Windows/Doors/Gates (interior and exterior)	x		
Interior Surfaces (walls, floors, and ceilings)	x		Repaired when necessary
Hazardous Materials (interior and exterior)	x		
Structural Damage	x		
Fire Safety	x		Reviewed Periodically
Electrical (interior and exterior)	x		
Pest/Vermin Infestation		x	Corrective measures underway
Drinking Fountains (inside and outside)	x		
Restrooms	x		
Sewer	x		
Playground/School Grounds	x		
Other	N/A		

## V. Academic Data

## Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

## California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST – All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	4	4	3	4.4	5.8	3	32	35	36
Mathematics	0	0	3	6	2.5	1.5	31	35	34
Science	3	0	7	4.3	2.5	.7	30	27	25
History-Social Science	3	4	4	2.9	4	1.8	28	28	29

### CST – Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	0	0	0	0	5	0	0
Mathematics	0	0	0	0	0	0	0
Science	0	0	0	0	2	0	5
History-Social Science	0	0	0	0	5	0	0

### CST – Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	3	N/A	0	3	0	0
Mathematics	3	N/A	0	3	0	0
Science	7	N/A	0	7	0	0
History-Social Science	4	N/A	0	4	0	0

## Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels.

Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### NRT – All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	11	6	No data	9.5	8.25	No data	43	43	No data
Mathematics	10	7	No data	6.6	6.6	No data	50	51	No data

No test results are available for 2005. State Board discontinued Calif. Achievement test 6 for grades 8-12.

### NRT – Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	No data	No data	No data	No data	No data	No data	No data
Mathematics	No data	No data	No data	No data	No data	No data	No data

No test results are available for 2005. State Board discontinued Calif. Achievement test 6 for grades 8-12.

### NRT – Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading	No data	No data	No data	No data	No data	No data
Mathematics	No data	No data	No data	No data	No data	No data

No test results are available for 2005. State Board discontinued Calif. Achievement test 6 for grades 8-12.

### Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
K									
1									
2									
3									
4									
5									
6									
7									
8									
9	27	28	22	1	26	24	25.4	26	20
10	30	32	25	12	26	24	27	30	23
24.4	24.4	20	15.5	56	28	30	22.5	18	14
12	20	20	15.5	71	52	30	18.5	18	15

### California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5									
7									
9	29.5	N/A	29.5	10.1	11	10	26.7	25.8	27.5

## Academic Performance Index

## Adequate Yearly Progress (AYP)

## Federal Intervention Program

As an alternative school, JoHanna Boss High School's performance is measured by the ASAM program instead of the API, AYP, and PI indices.

## State Award and Intervention Programs

*Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.*

## VI. School Completion (Secondary Schools)

### California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

*These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.*

## Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Enrollment (9-12)	405	311	294	5,058	3,861	3,296	1772417	1830903	1876927
Number of Dropouts	0	0	0	0	0	0	47871	58189	61253
Dropout Rate (1-year)	0	0	0	0	0	0	2.7	23.2	3.3
Graduation Rate	100	100	100	100	100	100	87	86.7	85.3

## VII. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.



Grade Level	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>1</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>3</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>K-3</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>3-4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>4-8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Other</b>	17	19			16	20			15		25	

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	18	4			18	4			16		2	
<b>Mathematics</b>	18	4			18	3			16		3	
<b>Science</b>	18	1			18	2			16		1	
<b>Social Science</b>	18	6			18	6			16		6	

### Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2003	2004	2005
<b>K</b>	N/A	N/A	N/A
<b>1</b>	N/A	N/A	N/A
<b>2</b>	N/A	N/A	N/A
<b>3</b>	N/A	N/A	N/A

## VIII. Teacher and Staff Information

### Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.



	<b>Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers</b>
<b>This School</b>	92%
<b>All Schools in District</b>	95%
<b>High-Poverty Schools in District</b>	N/a
<b>Low-Poverty Schools in District</b>	N/a

## Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>Total Teachers</b>	22	23	29
<b>Teachers with Full Credential</b>	22	23	29
<b>Teachers Teaching Outside Subject Area</b> (full credential teaching outside subject area)	0	1	1
<b>Teachers in Alternative Routes to Certification</b> (district and university internships)	0	0	0
<b>Pre-Internship</b>	0	0	0
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	0	0	0
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	0	0	0

## Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0

## Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	<b>School</b>	<b>District</b>
<b>Doctorate</b>	3.3	6.3
<b>Master's Degree plus 30 or more semester hours</b>	6.6	9.4
<b>Master's Degree</b>	3.3	25
<b>Bachelor's Degree plus 30 or more semester hours</b>	56.6	43.8
<b>Bachelor's Degree</b>	20	6.3
<b>Less than Bachelor's Degree</b>	10	9.4

## Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
<b>Vacant Teacher Positions</b>	8	5	3

## Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

Educators are evaluated a minimum of once a year. The evaluation process involves classroom observation by the assistant principal or principal. A standardized rubric is used during the classroom observation evaluation period. The evaluation is intended to be a cooperative effort with the teacher. The focus of the observation is on the description of the students enrolled and the specific curriculum. The description of the various strategies used to assist the student achieve is also considered. Review of classroom operations, student files, grading procedure and student attendance is also completed during the classroom observation.

## Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

Substitute teachers are permanent intermittent teachers, retired annuitants or temporary appointed teachers. All have a minimum of a 30-day emergency teaching permit, passed the CBEST, and have undergone the CEA background check. JBHS was without a substitute pool for the 2004 year. For the 2005 school year, JBHS has hired or re-activated a pool of seven substitute teachers.

## Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
<b>Counselor</b>	0
<b>Library Media Teacher (Librarian)</b>	1
<b>Psychologist</b>	1
<b>Social Worker</b>	0
<b>Nurse</b>	0
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	2
<b>Other</b>	12

## Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
At JBHS every teacher is assigned a caseload of students for whom they are responsible as Academic Counseling advisors, or <b>Ed Advisors</b> . Each teacher is responsible for approximately ten students.	10/1

## IX. Curriculum and Instruction

## School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

Teachers have received training specifically designed for second language students. The teachers in the literacy classes have also received instruction on strategies in the classroom to ensure the students are gaining reading comprehension, developing oral reading and writing skills. JBHS has attained accreditation from the Western Association of Schools and Colleges (WASC). The school has a site-based leadership team that provides guidance and communication related to achieving the school wide goals.

## Professional Development

Information about the program for training the school's teachers and other professional staff.

JBHS has eight pupil free professional development days. They are on the school master calendar that is developed each July. During the development days the faculty works on issues supporting accreditation, institutional safety, employee safety, as well as, new policy and procedures in the DJJ, OHCYCF, and education department.

## Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	Excellent-Current
Mathematics	Excellent-Current
Science	Excellent-Current
History-Social Science	Excellent-Current

## Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	We are in the process of purchasing additional instructional materials.
Mathematics	We are in the process of purchasing additional instructional materials.
Science	We are in the process of purchasing additional instructional materials.
History-Social Science	We are in the process of purchasing additional instructional materials.
Foreign Language	Not offered.
Health	We do not offer a Health class at this time
Science Laboratory Equipment (grades 9-12)	We are in the process of purchasing additional instructional materials.

## Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9	72,600	64,800
10	72,600	64,800
11	72,600	64,800
12	72,600	64,800

## Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	242	180 days
10	242	180 days
11	242	180 days
12	242	180 days

## Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

24 shortened days, bi-monthly scheduled academic counseling days.

## X. Postsecondary Preparation (Secondary Schools)

### Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.

Subject	Number of Courses Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts	0	0	0
Computer Science	0	0	0
English	0	0	0
Foreign Language	0	0	0
Mathematics	0	0	0
Science	0	0	0
Social Science	0	0	0

## Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

Student Enrollment In All Courses	Student Enrollment In Courses Required For UC and/or CSU Admission	Percent of Student Enrollment In Courses Required For UC and/or CSU Admission
0	0	0

## Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number Of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
0	0	0

## SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the most recent score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Grade 12 Enrollment									
Percent of Grade 12 Enrollment Taking Test									
Average Verbal Score									
Average Math Score									

## College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

Not offered.

## Workforce Preparation Programs

Information about the school's career technical education programs and classes.

JBHS currently does not offer and capstone courses in Technical education but numerous entry level and intermediate courses to give the students an expansive view of different technical fields. Due to the younger ages of the student population, JBHS does not offer concentrator programs.

## Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Grade 9-12 CTE Students			Grade 12 CTE Students		
Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate
224						

## XI. Fiscal and Expenditure Data

### Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	42,860.00	48,450.00
Mid-Range Teacher Salary	58,656.00	67,452.00
Highest Teacher Salary	67,512.00	86,454.00
Average Principal Salary (Elementary)	NA	NA
Average Principal Salary (Middle)	NA	NA
Average Principal Salary (High)	77,772.00	90,200.00
Superintendent Salary	106,248.00	128,194.00
Percent of Budget for Teacher Salaries	95.0	38.1
Percent of Budget for Administrative Salaries	1.0	5.2

Negotiations are in process for an enhanced pay structure for CEA teachers.

### District Expenditures (Fiscal Year 2003-2004)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
pending	pending	\$7007.	\$6919.

These data are incomplete and approximate. Due to departmental consolidation (CDC and CYA) complete expenditure numbers will not be available until approximately September 2006.

### Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Title 3/ELL

Carl Perkins/Part A - State Leadership

Carl Perkins/Part B - Secondary Education

Workforce Investment ACT – Adult Education, Family Literacy

Special Education/IDEA Part B

Library-Media Program

Prop 98/General Fund

Lottery – State Special Fund